**3-2-1** (Three-Two-One)

Writing activity where students write: 3 key terms from what they have just learned, 2 ideas they would like to learn more about, and 1 concept or skill they think they have mastered.

**A-B-C Summarize**

A form of review in which each student in a class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied

**Agreement Circles**

Used to explore opinions. As students stand in a circle, facing each other, the teacher makes a statement. Students who agree with the statement step into the circle.

**Air Drawing**

Students draw or motion in the air to demonstrate how they will carry out a procedure before they actually do so. Used in science labs, home economics, and classes where students use tools or musical instruments.

**Circles of Knowledge**

Graphic organizer that prompts students to write: 3 Facts I Know, 3 Questions I Want Answered, and Answers to My Questions.

[Student Activity Sheet: Circles of Knowledge](http://quest.arc.nasa.gov/aero/wright/teachers/wfomanual/langarts/countdown/sheet3.html)

[Student Activity Sheet: Circles of Knowledge](http://quest.arc.nasa.gov/aero/wright/teachers/wfomanual/langarts/countdown/sheet4.html)

**Continuum**

Students take keywords and arrange them to form a continuum based on a variety of criteria. For example, "beaver, rattlesnake, deer, plankton" would be arranged as "rattlesnake, deer, beaver, plankton" if asked to arrange according to their preference for water, and "plankton, rattlesnake, beaver, deer" if asked to arrange according to size.

[Continuum (graphic organizer](http://www.sdcoe.k12.ca.us/score/actbank/scont.htm)

**Corners**

Students are asked to select (by standing next to their choice)from four options which are posted in the corners of the room. Students then defend choices and listen to others' choices.

**Dog Paddles**

A whole class, kinesthetic approach in which students raise one of two dog-shaped "paddles" in response to verbal prompts. For example, in a science class, paddles could be labeled "carnivore" and "herbivore." "Prime" and "composite" could be used in a math class. "Socialism" and "capitalism" could be the paddle labels in a social studies class, and so on. Dog-shaped paddles can be cut from construction paper and taped to folded card stock or rulers.

**Find the Fib**

Team activity where groups of students write two true statements and one false statement, then challenge other teams (or the teacher) to "Find the Fib."

**Find Your Partner**

A method for assigning students to groups and at the same time reviewing previous concepts. Equations, sentences, or questions and answers are written on a single piece of paper, then the parts of the sets are cut apart. The parts are distributed to students who compare papers with other students until they find their match.

**Five Words - Three Words**

Students list five topic-related words independently. Students are grouped and share words. Groups pick best three words and explain to class.

**Grab Bag**

Near the conclusion of a lesson, have a student draw an object from a bag. The student must explain or illustrate how the object is related to what they have learned.

**Inside-Outside Circle**

Review technique. Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.

**Learning Style Inventory**

Assessments taken by students to learn about their learning styles and preferences.

[Index of Learning Styles Questionnaire](http://www.engr.ncsu.edu/learningstyles/ilsweb.html)

[Keirsey Temperament Sorter](http://www.keirsey.com/)

**Medium Size Circle**

First, 5-10 volunteers share something important they learned. Second, volunteers remember (restate) what one first people shared. Continue until each of the original speakers have been "remembered."

**Mix/Freeze/Group**

In this activity, the teacher poses questions to which the answer is a whole number and the students (as a group) answer the question by moving through the classroom to form groups of that size. For example, if the question were, "How much is 24 divided by 8?" the students would cluster to form groups of 3.

**Quickdraw**

Pair activity in which students have a short period (typically 30 seconds) to share all they know by writing with symbols or drawings.

**Sticking Dots**

A method that allows individuals or groups to vote for their favorites from a list by sticking colored dots next to their choices.

[Sticking Dots](http://www.mycoted.com/creativity/techniques/stickdot.php)

**Stir the Teams**

Students are assigned to teams and each student in the team has a number (typically 1 through 4). Teams discuss their group answer to the teacher's question, then when the team is done they give a signal. When all teams are done, the teacher calls a number (from 1 to 4) and the students with that number rotate to the next group to share their team's answer with their new team. The procedure then repeats through the series of questions.

**Ticket to Leave**

Closing activity where students respond in writing or verbally to short assignment.

**Unknown Objects**

Bring an object to class that students are unlikely to recognize. Can be used as writing or discussion prompts, as subjects for an investigation, or even in an art class. Useful for encouraging students to ask questions.

**Voting Cards**

Students can be given laminated cards at the beginning of the year to be used to express their opinions in class. When they agree with a statement, they might hold up a green card, disagreement could be signified with a red card, and yellow could be used to show indecision or uncertainty.

**Yes, No, Maybe So**

[Yes, No, Maybe So](http://members.tripod.com/~ESL4Kids/games/yes.html)

Missing Student

One student leaves the room while the teacher covers a short lesson on a specific topic. The student is asked to return and a fellow student must teach them the information in order to pass a quiz related to the topic.

**In the Hot Seat**

**Purpose:** To motivate student learning

**Description:** In this activity, several students will be asked to sit in the "Hot Seat" and answer questions related to the topic of study.

**Procedure:**

1.        Prior to the beginning of class, the teacher will prepare questions related to the topic of study and write them on sticky notes. Four to five questions are usually enough.

2.        Place the sticky notes underneath student desks/chairs so that they are hidden from view.

3.        At the start of the class, inform students that several of them are sitting on "Hot Seats" and will be asked to answer questions related to the topic of study for the day.

4.        Have students check their desks/chairs for the strategically placed sticky notes.

5.        Students who have questions on sticky notes will then take turns reading the question and attempting to provide an answer. Due to the nature of this motivational activity, these should be questions that students are able to answer.

**Exit Slips  
(also called One Sentence Summaries)**

**Purpose:**  To engage students in summarizing their learning

**Description:**  Using this strategy, students will synthesize learned information, skills, and processes by writing an Exit Slip. An Exit Slip can be a One Sentence Summary of what students learned or can be used in a variety of other ways. Other uses are: to answer a review question, to pose a question related to the topic studied, to make a short list of facts learned, to set a learning goal for the next day, etc.

**Procedure:**

1. Prior to using the Exit Slip as a summary activity in your classroom, decide upon its purpose (including whether or not it will be used as an assessment or evaluation tool).
2. During the last 5-10 minutes of class, inform students of the purpose/task associated with their Exit Slip.
3. Tell students to take out a half-sheet of paper and complete the assigned Exit Slip.
4. As students exit your classroom that day, collect their Exit Slips as a pass out the door.

Hint: Exit Slips are a great way to assess your own teaching. They will often indicate whether or not students understood the presented material. When used to pose a question, they can provide discussion questions for the next day's lesson.

**Challenge Envelopes**

**Purpose:**  To facilitate review and/or higher level processing of a topic or concept.

**Description:**This activity is designed to provide students with opportunities to formulate challenging questions regarding a topic or concept and to be challenged by the questions of others.

**Procedure:**

1. Divide the class into small groups.
2. Give each group of students an envelope.
3. Have each group write a challenge questions on the front of the envelope. Encourage higher level questions that have prompts like:

* What might be…?
* What could be…?
* What if…?

1. Have each group generate the answer or criteria for a response and include a sample response. These should all be placed inside the envelope.
2. Scramble the envelopes and have the groups rotate the envelopes through the class. When a group receives and envelope, the question is to be addressed and then checked against the answer or criteria inside the envelope.
3. Have each group put their own response to the question inside the envelope when they are done. They should then send the envelope back into circulation.
4. As the envelopes begin to fill with responses, the groups are to compare their responses to the others that are in the envelopes

**Four Box Synectics**

**Purpose:** To engage students in reinforcing their understanding of words or concepts through the use of a creative comparison

**Description:** Synectics promotes fluid and creative thinking by "making what is familiar strange," or comparing two things that would not ordinarily be compared. Synectics, a term coined by industrial psychologists Williams Gordan and George Prince, was originally used as a problem-solving strategy. The term is formed from two Greek roots: syn, *bringing together*, and ectics, *diverse elements*.

**Procedure:**

1. Prepare a chart or overhead transparency of the Four Box Synectics organizer.
2. Put students into small groups of 3-4 each.
3. Next, ask for four items in an assigned category ( e.g., commonly found household objects, animals, things found in a forest, recreational activities, and foods). Place one item in each of the four boxes.
4. Reveal the sentence "A \_\_\_\_\_ is like a \_\_\_\_\_ because…" and allow groups three minutes to brainstorm sentences using each of the four items at least once. Students should try to complete as many sentences as they can in the time allotted.
5. After three minutes, STOP. The final step is for each group to choose the two sentences they like the best to share with the rest of the class.

Lipton, L., & Wellman, B. (1998). Patterns and practices in the learning-focused classroom. Guilford, Vermont: Pathways Publishing.

[Four Box Synectics Activity Sheet](http://its.guilford.k12.nc.us/act/strategies/Four_BoxSyn.doc)

[Sample Four Box Synectics](http://its.guilford.k12.nc.us/act/strategies/Sample_Four_Box.doc)